Miss J and Maggie May

Explain how the characteristics of disciplined inquiry are related or relevant to your assigned section in Chapter 7. Apply at least five examples from your assigned section to these related inquiry characteristics. Try to integrate as many of these disciplined inquiry characteristics that apply into your presentation.

Disciplined Inquiry Characteristics

* Teaching and Learning Must Have Purpose

Students have choice in content when project is specified. This gives students ownership of the project.

Controversial issues are included and approached clearly and rationally.

Understand perspectives of those with different beliefs because we live in a multicultural world.

* Learning Means In-Depth Understanding

Use comparison to build prior knowledge into in-depth understanding.

Controversial issues are included and approached clearly and rationally because such controversies are what human societies are built on.

Use grouping to connect content.

Understand perspectives of those with different beliefs because we live in a multicultural world.

* Instruction Must Build on Students’ Prior Knowledge

Students have a choice of a variety of project (PowerPoint, mosaic, poster, and other media)

Use comparison to build prior knowledge into in-depth understanding.

Students have choice in content when project is specified.

* People Learn Through Disciplined Inquiry

Students have a choice of a variety of project (PowerPoint, mosaic, poster, and other media)

Independent projects in which the students select what they want to study.

* Teaching Means Scaffolding

Choice of project expanded student’s repertoire of learning strategies.

Make connections between prior knowledge and interest with new content to engage learning.

Introducing heterogeneous topics into homogeneous classrooms.

* Constructive Assessment

Students have a choice of a variety of project (PowerPoint, mosaic, poster, other media)

**Section Assignments:**

Creativity and the Construction of Meaning (p. 75)

Choices, Connections and Comparisons (p. 77)

Multiple Forms of Media in the History Classroom (p. 79)